

**COURSE DATA****Data Subject**

| | |
|----------------------|-------------------------------|
| Code | 33613 |
| Name | Nursery school games workshop |
| Cycle | Grade |
| ECTS Credits | 4.5 |
| Academic year | 2023 - 2024 |

Study (s)

| Degree | Center | Acad. year | Period |
|--|-----------------------------|-------------------|---------------|
| 1304 - Degree in Preschool Education | Faculty of Teacher Training | 3 | First term |
| 1324 - Degree in Preschool Education (Ontinyent) | Faculty of Teacher Training | 3 | First term |

Subject-matter

| Degree | Subject-matter | Character |
|--|---|------------------|
| 1304 - Degree in Preschool Education | 10 - Games workshops in preschool education | Basic Training |
| 1324 - Degree in Preschool Education (Ontinyent) | 10 - GAMES WORKSHOPS IN PRESCHOOL EDUCATION | Basic Training |

Coordination

| Name | Department |
|---------------------------|--|
| GABARDA MENDEZ, VICENTE | 270 - Research Methodology, Educational Diagnosis and Assessment |
| VALENCIA PERIS, ALEXANDRA | 95 - Didactics of Physical, Artistic and Music Education |

SUMMARY

The subject "Nursery school games workshop" has a basic training character, it is offered in the third year of the Degree in Early Childhood Education and has 4.5 credits. Its purpose is that the student acquires competences, experiences, skills, knowledge and methodological resources so that, in the future, he/she can design, apply and evaluate autonomously proposals of games and play materials in the motor, affective, social, cognitive and sensory areas in the field of Early Childhood Education.



The course, of theoretical and practical nature, offers a broad and non-dogmatic vision of the teaching of play, seeking to encourage the critical and reflective capacity of the students and to stimulate their involvement in the learning process.

From the organizational and methodological point of view, the course will combine the sessions taught by the teachers with others designed and directed by the students; both in the center's facilities and in other previously established places.

In addition, the use of educational technologies (ICT) and the use of active methodological strategies, such as problem solving or cooperative learning, will be prioritized. The evaluation will combine the use of self- and co-evaluation techniques, qualitative evaluation and negotiated grading. Finally, the evaluation will be oriented to encourage student participation in deciding how to be evaluated.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

1324 - Degree in Preschool Education (Ontinyent)

- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development. Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.
- Promote cooperative work and individual work and effort.
- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.
- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.
- Know the theoretical and practical principles of play and its evolution in the child's psychomotor development.



- Understand and identify play as a natural learning experience and a socio-cultural manifestation in pre-primary education. Know, value and respect motor games from a multicultural perspective: popular and traditional games.
- Know how to use play as a dynamic element in the development of children's perceptive, motor, cognitive, socio-affective, communicative and creative abilities, helping to improve their self-esteem and effectiveness.
- Know how to design, conduct and assess playful-motor activities for increasing self-awareness and for discovering the environment and the objects.
- Know how to encourage habits and attitudes of collaboration and dialogic conflict resolution through motor play.
- Master strategies for observing the child through play to evaluate and develop his or her abilities.
- Be able to select and inform others about toys and play materials that respond to children's needs, interests, knowledge and skill levels, and rates of development.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

The learning outcomes that are expected to result from the teaching-learning situations and activities that are designed, taking into account the competencies, the content, the characteristics of the students and the context are:

- Theoretical mastery and capacity for practical application of the different theories and perspectives on the game.
- Ability to observe and analyze children's play from the affective, social, cognitive, sensory and motor dimensions.
- Understanding the relationships between children's psychomotor development from birth to six years of age and the role and functions of play in this process.
- Knowledge and ability to design and organize different types of motor games.
- Ability to design and structure methodological resources, spaces and materials around specific games: play in open and closed spaces or individual and collective games.
- Ability to establish and apply socially relevant and well-founded criteria in the evaluation of toys and games.
- Recognize the value of symbolic play in child development, ability to design spaces and times for play in the educational project.
- Ability to design, apply and evaluate, in diverse contexts, ludo-motor proposals oriented to self-knowledge, discovery and relationship with the environment, or to facilitate the relationship with objects and peers.
- Recognize the value of cooperative play versus competitive play in the child's development, ability to design spaces and times for play in the educational project.
- Recognize the value of play and its possible adaptations to specific educational needs, ability to use and adapt play as a way to address diversity.



WORKLOAD

| ACTIVITY | Hours | % To be attended |
|-----------------------------------|--------------|------------------|
| Theoretical and practical classes | 45,00 | 100 |
| TOTAL | 45,00 | |

TEACHING METHODOLOGY

The following teaching-learning strategies will be used in the course.

Face-to-face teaching-learning strategies:

- Theoretical sessions with the large group: supported by lectures with active participation of students.
- Theoretical-practical sessions where learning is undertaken in an active and practical way. Importance will be given to active and cooperative learning, and project-based teaching-learning.
- Academic tutoring: individual and collective. Its objective is to help, facilitate and guide students' learning.
- Group work:

Non-presential teaching-learning strategies: aimed at fostering students' intellectual autonomy.

- Individual and group autonomous work: work in the library, complementary readings, preparing tutorials, debates, evaluations, etc., is fundamental for autonomous learning.

EVALUATION

As established in the degree's verification report:

The objectives, learning outcomes and competences, both those common to the degree subjects and the specific ones, will be the object of evaluation.

The evaluation will be continuous and global, will have a guiding and formative character, and must analyze the individual and collective learning processes.

The grade, the ultimate representation of the evaluation process, must be a reflection of individual learning, understood not only as the acquisition of knowledge, but as a process that has to do fundamentally with intellectual and personal changes of the students when encountering new situations that require the development of new capacities of understanding and reasoning.



The information to evidence learning in the 1st convocation will be collected, mainly, by means of:

- Periodic monitoring of students' progress, both in the classroom and in individual and group tutorials (not recoverable).
- Evaluation of assigned work, including the analysis and assessment of observations on work prepared by third parties.
- Assessment of individual and group participation, both in the classroom and in the tasks performed outside the classroom.
- Oral and written tests.

The evaluation process of the students may include the elaboration of a report of the degree of individual acquisition of learning.

Students have the right to pass the course in the second call by taking a test on theoretical-practical contents in which they will be evaluated on all the activities of continuous evaluation recoverable, and to keep the grade of those that are not recoverable.

REFERENCES

Basic

- Ruiz Velasco, A y Abad Molina, J. (2011): El juego simbólico. Barcelona. Graó.
- Aucouturier, B. (2022). El juego espontáneo en la escuela maternal. Graó.
- Edo, M., Blanch, S., y Antón, M. (coords.) (2016). El joc a la primera infància. Octaedro.
- Hueso, K. (2019). Jugar al aire libre. Plataforma Actual.

Additional

- Garaigordobil, M. et al. (2008): El juego como estrategia didáctica. Barcelona. Graó.
- Blández, J. (2000). Programación de unidades didácticas según ambientes de aprendizaje. Inde, Barcelona.
- Britton, L. (2000). Jugar y aprender. El método Montessori. Barcelona: Paidós.
- Conde, J.L. (2001): Cuentos motores. 3ª Ed. Paidotribo: Barcelona.
- Gallardo, P. y Fernández, J. (2010). El juego como recurso didáctico en Educación Física. Wanceulen. Sevilla.
- Gil-Madróna, P. y Abellán, J. (2016). Mediación educativa. Juegos, ocio y recreación. Ediciones Pirámide. Madrid.
- Gil, P. y Gutiérrez, D. (2005). Expresión corporal y educación infantil. Wanceulen Editorial Deportiva, Sevilla.



- Huizinga, J. (2001). Homo ludens. Alianza Editorial/Emecé. Madrid.
- Jiménez, J. y otros. (1995). Psicomotricidad teoría y programación. Editorial Escuela Española. Madrid.
- Navarro, V. (2002). El afán de jugar. Teoría y práctica de los juegos motores. Barcelona: Inde.
- Ríos, M. (2003): Manual de educación física adaptada al alumnado con discapacidad. Paidotribo, Barcelona.
- Tarr, L. y Devaux, M. (2008). El castillo de Ratamugre. Inde. Barcelona.
- Aucouturier, B. (2004). Los fantasmas de acción motriz y la práctica psicomotriz. Graó.
- Aucouturier, B. (2018). Actuar, jugar, pensar. Puntos de apoyo para la práctica psicomotriz educativa y terapéutica. Graó.
- Arana, J. (2022). Una no-guía del juego. Una visión del juego infantil desde la psicomotricidad. Octaedro.
- Gruss, L. y Rosenberg, F. (2017). Los niños y el juego. La actividad lúdica de 0 a 5 años. Ediciones Continente.
- Stern, A. (2019). Jugar. Litera.
- Hernández, N., y Oropesa, R. (2023). La màgia del joc lliure. Tot el que aprenen els infants quan juguen encara que no ens ho sembli. Graó.